



National Institute of Social Development Policy on Teaching and Learning

Policy Title: Policy on Teaching and Learning

Policy Number: 16

Functional Area: Academic

Effective Date: 11.07.2024

Approving Authority: The Governing Council, National Institute of Social Development

Administrative Responsibility: AAB, CQA GC

16.1. Rationale & Purpose:

The National Institute of Social Development (NISD) is committed to providing a high- quality learning experience for all students. This policy outlines the general principles governing the selection of appropriate teaching modes to ensure effective teaching and learning practices.

16.2. Scope:

This policy applies to both staff members and students of the National Institute of Social Development.

16.3. Policy Statement:

- 16.3.1. **Teacher Qualifications:** All teachers must possess the required qualifications designated by the Ministry of Higher Education and the NISD to teach in relevant degree programs.
- 16.3.2. **Comprehensive Learning:** Teaching should aim to foster the development of knowledge, skills, attitudes and mind sets among students.
- 16.3.3. **Diverse Teaching Modes:** The selection and use of diverse, student-centered, active teaching/learning modes that align with the intended learning outcomes of courses and match students' learning styles are encouraged. Teaching excellence and adopting innovative teaching/learning methods are promoted and rewarded.

- 16.3.4. Variety of Learning Modes: The NISD supports various teaching/learning modes, including small group activities, laboratory-based practical, field-based learning, onsite learning, industrial work-based learning, bedside clinical teaching, blended teaching/learning, dual delivery, and distance education (external degree programs).
- 16.3.5. Informed Decision-Making: Staff members are empowered to make informed decisions when selecting teaching/learning modes that best provide an appropriate and effective learning experience for students.
- 16.3.6. Consideration of Learning Styles: Teachers should consider students' diverse learning styles when selecting teaching/learning methods. The chosen modes should focus on desired learning outcomes and facilitate the development of critical thinking skills.
- 16.3.7. Active Student Engagement: Teaching modes should actively engage students in learning, promoting both autonomous and collaborative learning. Students should be encouraged to critically reflect on their learning experiences and relate them to theoretical models, practical contexts, and workplace situations.
- 16.3.8. Access to Learning Resources: Students should have appropriate access to printed materials, and the use of Learning Management Systems (LMS) and online information access is encouraged. The university will provide the necessary infrastructure to facilitate this access.
- 16.3.9. Open Education Resources (OER): The use of open educational resources through accelerated open licensing and the sharing of higher education resources obtained via appropriate national or university open licensing frameworks is encouraged.

16.4. Definitions:

- 16.4.1. Outcomes-based Education: A learner-centered, results-oriented approach that requires students to demonstrate evidence of achieving stated learning outcomes.
- 16.4.2. Intended Learning Outcomes: High-quality, culminating demonstrations of significant learning in context.

16.5. Titles of Related Policies, Procedures, Forms, Guidelines:

16.5.1. Curriculum Development Procedures

16.5.2. Learning Outcome Policy

16.5.3. Examination Policy

16.5.4. Feedback forms

16.5.5. Evaluation reports